

**CAMDEN ELEMENTARY SCHOOL FOR THE
CREATIVE ARTS**

1304 Lyttleton Street
Camden, South Carolina 29020

GRADES PK-5 Elementary School

ENROLLMENT 499 Students

PRINCIPAL Ms. Lee Walker 803-425-8960

SUPERINTENDENT Dr. Herbert M. Berg 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA

**ANNUAL SCHOOL
REPORT CARD**

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	65	12	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

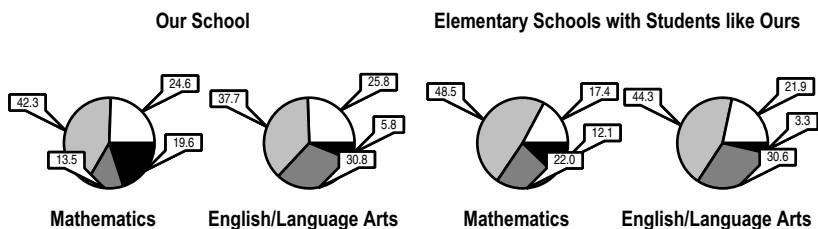
FOR MORE INFORMATION, VISIT WEBSITES AT:




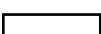
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	73	75
Percent satisfied with learning environment	75.0%	87.5%	83.8%
Percent satisfied with social and physical environment	75.8%	87.5%	73.6%
Percent satisfied with home-school relations	75.8%	94.4%	76.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	282	98.9	25.8	37.7	30.8	5.8	36.5	17.6
Gender								
Male	152	98.0	28.7	44.9	24.3	2.2	26.5	17.6
Female	130	100.0	22.6	29.8	37.9	9.7	47.6	17.6
Racial/Ethnic Group								
White	144	100.0	8.6	36.0	44.6	10.8	55.4	17.6
African-American	134	97.8	44.1	40.7	15.3	N/A	15.3	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	231	99.6	21.0	37.0	35.6	6.4	42.0	17.6
Disabled	51	96.1	51.2	41.5	4.9	2.4	7.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	282	98.9	25.8	37.7	30.8	5.8	36.5	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	281	98.9	24.2	38.1	31.7	6.0	37.7	17.6
Socio-Economic Status								
Subsidized meals	141	97.9	43.3	37.8	18.1	0.8	18.9	17.6
Full-pay meals	140	100.0	9.0	37.6	42.9	10.5	53.4	17.6

Mathematics								
All students	282	99.6	24.6	42.3	13.5	19.6	33.1	15.5
Gender								
Male	152	99.3	23.5	50.0	8.8	17.6	26.5	15.5
Female	130	100.0	25.8	33.9	18.5	21.8	40.3	15.5
Racial/Ethnic Group								
White	144	100.0	10.1	39.9	15.2	34.8	50.0	15.5
African-American	134	99.3	39.5	46.2	11.8	2.5	14.3	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	231	100.0	21.4	42.7	14.1	21.8	35.9	15.5
Disabled	51	98.0	42.5	40.0	10.0	7.5	17.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	282	99.6	24.6	42.3	13.5	19.6	33.1	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	281	99.6	23.7	42.3	13.8	20.2	34.0	15.5
Socio-Economic Status								
Subsidized meals	141	99.3	41.7	43.3	7.9	7.1	15.0	15.5
Full-pay meals	140	100.0	8.3	41.4	18.8	31.6	50.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	104	N/A	20.2	40.4	35.4	4.0	39.4
	Grade 4	90	N/A	14.1	49.4	31.8	4.7	36.5
	Grade 5	115	N/A	16.2	38.7	41.4	3.6	45.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	97.7	15.2	21.5	48.1	15.2	63.3
	Grade 4	102	100.0	33.3	43.0	20.4	3.2	23.7
	Grade 5	94	98.9	27.3	46.6	26.1	N/A	26.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	104	N/A	32.3	46.5	10.1	11.1	21.2
	Grade 4	90	N/A	27.1	41.2	15.3	16.5	31.8
	Grade 5	115	N/A	22.5	34.2	20.7	22.5	43.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	86	100.0	10.1	32.9	24.1	32.9	57.0
	Grade 4	102	100.0	36.6	38.7	10.8	14.0	24.7
	Grade 5	94	98.9	25.0	54.5	6.8	13.6	20.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 499)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	5.0%	Down from 6.3%	3.0%	2.4%
Attendance rate	94.6%	Down from 95.4%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	22.7%	Down from 29.1%	17.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.3%	Up from 7.2%	8.6%	8.0%
Older than usual for grade	1.4%	Up from 1.0%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Down from 56.4%	50.0%	50.0%
Continuing contract teachers	85.3%	Up from 79.5%	88.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.7%	Up from 79.0%	87.6%	86.2%
Teacher attendance rate	96.3%	Up from 95.7%	95.6%	95.3%
Average teacher salary	\$39,460	Up 1.2%	\$40,299	\$39,909
Prof. development days/teacher	11.7 days	Up from 9.2 days	11.3 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	20.4 to 1	Down from 21.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	89.3%	Down from 90.2%	90.2%	89.7%
Dollars spent per pupil*	\$5,152	Up 0.1%	\$5,732	\$5,892
Percent spent on teacher salaries*	71.5%	Up from 69.0%	65.9%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	Down from 100.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Camden Elementary began the year with an exciting change. On September 3 the Kershaw County School Board approved our recommended name change to Camden Elementary School of the Creative Arts. We were thrilled with this approval that supports our K-5 grade structure and our continuing growth with arts integration. In addition to our focus on an arts based challenging curriculum, parental partnerships, technological literacy, and a safe, nurturing learning environment remain top priorities for the CESCA family.

Among our accomplishments for the 2002-03 school year were the following:

Continued the installation of playground equipment.

Achieved yearly Accelerated Reader points goal.

Decreased discipline referrals by 19%.

Presented 5th grade production, Treasure Island, a culminating event for a unit of study.

Scheduled field studies at every grade level.

Scheduled artists-in-residence at every grade level.

Developed weekly "Arts Spotlights" for CESCA Live.

Organized a customer service committee, WOW.

Installed suggestion boxes for parents, students, and staff.

Attended Spoleto Creative Teaching Institute.

Scheduled school wide standards-based celebration-SC Governor's Election.

Scheduled reading strategies training for 1st grade assistant.

Continued to develop two-way integration of the arts.

Purchased Accelerated Reader books and discs, science kits, class sets of dictionaries, and books for classroom libraries.

Developed classroom web sites.

Camden Elementary's outstanding staff continued to take advantage of "best practices" staff development opportunities. K-2nd grade teams attended the International Reading Association State Conference, and 3rd-5th grades attended the Carolinas Math Conference. CES continued the tradition of attending the Spoleto Creative Teaching Institute with 7 teachers earning graduate credit in June 2003. Hopefully, five teachers will receive National Board certification in the fall. Stephanie Beckley, 1st grade teacher, was selected CESCA Teacher of the Year.

Our strong parent/teacher organizations, Camden Elementary Partners and School Improvement Council, provided leadership for continued school improvement. SIC led the initiative for the name change and CEP funded 3 more pieces of equipment for our playground. Our master playground plan is truly taking shape. Our parent led school groups are essential to our school success. CESCA is a place where all children can "make their mark."

Lee Walker, Principal

Kimberly Jordan, SIC Chairperson

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.